

THE USE OF INTERACTIVE WHITEBOARDS IN ENGLISH CLASSROOMS.

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Abstract. This article explores students' and teachers' opinions on how interactive whiteboards make English language lessons more effective and engaging. Surveys and interviews were conducted among them, and respondents' views were analyzed. According to the statistical results, interactive whiteboards are more effective than traditional boards, make lessons more interesting, and increase students' active participation. It was also identified that when using e-boards, safety precautions should be strictly observed and instructional guidelines should be clearly explained.

Keywords: interactive whiteboards, e-boards, student engagement, multimedia, visual materials, safety measures.

Introduction

The 21st century is considered the age of technology. Just as we use technical tools in every field, technologies have also entered the field of education. Especially in schools and higher education institutions, conducting lessons with such technologies has become more interesting, understandable, and effective. One of these technologies, interactive whiteboards, has become widespread in schools. They are also referred to as electronic displays or interactive boards. This is an improved electronic version of the traditional board and is used by connecting to a computer and projector. This technology is regarded as a tool that integrates all previously existing teaching aids such as chalkboards, whiteboards, televisions, videos, projectors, CD players, and computers (Yanez & Coyde, 2011, p. 446).

There are several advantages aimed at improving the quality of education. For example, efficiency can be increased through the use of audio and video materials and social media resources. Moreover, this technological tool enhances interest and motivation between students and teachers (Mathews-Aydinli & Elaziz, 2010; Johnson, Ramanair, & Brine, 2010). During the lesson, teachers can use various methods with the help of interactive whiteboards to improve lesson quality and engage learners. For instance, the multimedia-assisted method allows teachers to explain topics and conduct exercises using audio and video materials. In addition, the practice-based method can also be effective. To review topics, teachers may use quizzes and text-based exercises, and these tools are actively used as methodological support for teachers.

The main purpose of this research is to study the opinions of students and teachers regarding the use of interactive whiteboards in teaching and learning English language classes. At the same time, identifying views about increasing the number of such boards is also one of the objectives of the study.

Methodology

Statistical method.

Descriptive method. This method is used to study what something is and how it functions. In this article, it was applied to examine what interactive whiteboards are.

Survey method. In this study, students and teachers were asked about the convenience and effectiveness of using interactive whiteboards. This method was also used by Fuchs, Kevin (2021) in the article "The Role of Virtual Whiteboards in the Modern Classroom."

Table 1: Socio-demographic profile

Characteristics	Absolute	Percent
Gender		
Female	64	73.6%
Male	23	26.4%
Year of Study		
First Year	39	44.8%
Second Year	48	55.2%
Age Range		
18 year or below	12	13.8%
19 – 20 years old	68	78.2%
21 – 22 years old	6	6.9%
23 years or above	1	1.1%
Nationality		
Thai	84	96.6%
Foreign	3	3.4%

Interview method. This is a conversational method between the researcher and students. It was applied by Olga Samonova in the article “Elementary Teachers’ Uses and Perceptions of Interactive Whiteboards for Instruction.”

Table 1: Background information about the participants

Students	Age	Frequency	Percentage	Level of English Proficiency*	Frequency	Percentage
	15	164	100	A2	68	41.5
				B1	44	26.8
				B2	37	22.6
				C1	15	9.1
	Total	164	100		164	100
Teachers	Age			Years of Teaching Experience		
	20-25	17	29.3	1-5	28	48.3
	26-30	12	20.7	6-10	15	25.9
	31-35	14	24.1	11-15	9	15.5
	36+	15	25.9	16+	6	10.3
	Total	58	100	Total	58	100

* Students took Oxford Placement Test (OPL) at the beginning of the term; they self-reported their CEFR levels based on the OPL results.

Mixed method. This method combines quantitative research (statistics, surveys) and qualitative research (interviews, observation) to determine how effective teaching with interactive whiteboards is. Hüseyin Öz used this method in the article “Teachers’ and Students’ Perceptions of Interactive Whiteboards in the English as a Foreign Language Classroom.”

Table 1: Participants Demographics

Name	Specialization	Grade	Gender	Years of experience	Education
1. Ms. B	Special Education	2nd	F	10-15	Master's
2. Mrs. E	Special Education	1st	F	5-10	Master's
3. Mrs. F	General Education	K	F	15-20	Master's
4. Mrs.H	General Education	2nd	F	5-10	Master's
5. Mrs.I	General Education	Pre-K	F	0-3	Bachelor's
6. Mrs.M	General Education	3rd	F	5-10	Master's
7. Ms. T	General Education	K	F	15-20	Master's
8. Ms. A	General Education	4th	F	10-15	Master's
9. Mr. H	General Education	5th	M	3-5	Bachelor's

Gender: Female

Male

Age: 16–18

19–30

30+

Nationality: Uzbek

Foreign

Is it easy to learn English using an interactive whiteboard?

Yes, No

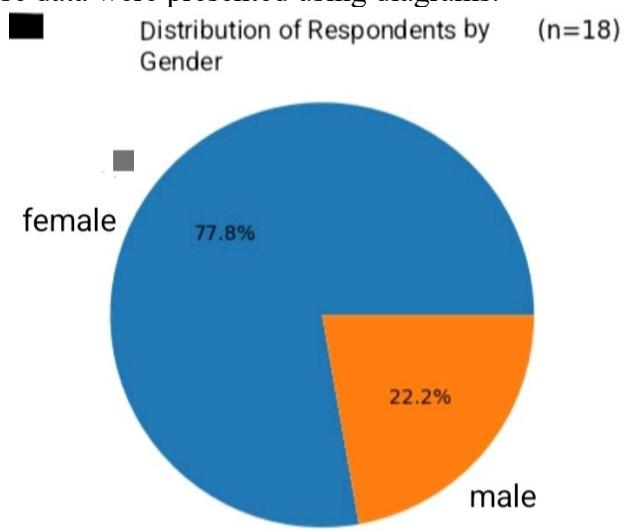
Does the interactive whiteboard make the lesson more interesting?

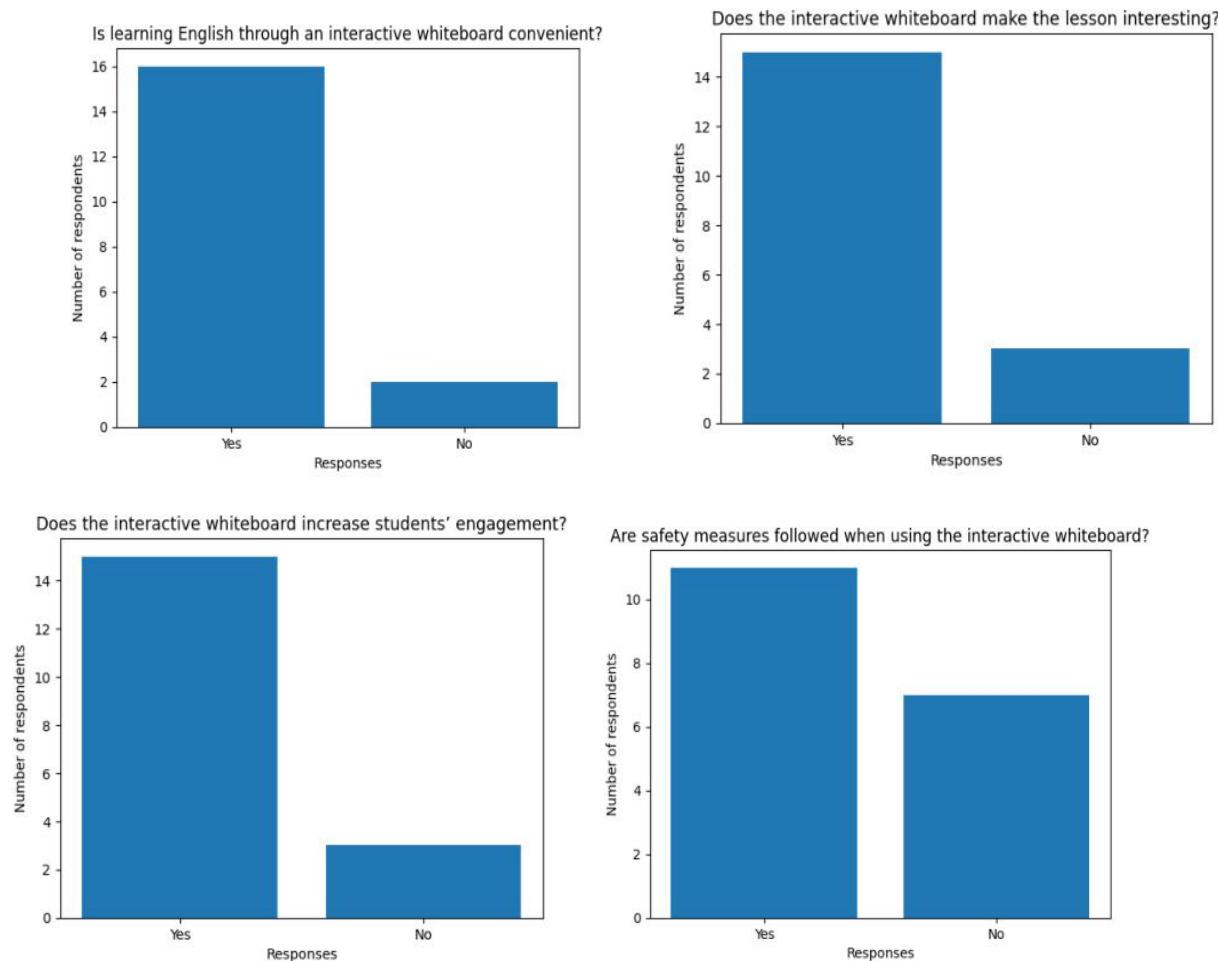
Yes, No

Does the interactive whiteboard make students more active?

Yes, No

Based on these questions, a survey was conducted among students and teachers. Among the participants, 77.8% were female and 22.2% were male, and this distribution was illustrated using a bar chart. Statistical data regarding the convenience of the boards showed 88% “yes” and 12% “no”; regarding making lessons interesting, 82% “yes” and 18% “no”; regarding increasing student activity, 83% “yes” and 17% “no”; and regarding safety, 61% “yes” and 39% “no.” These data were presented using diagrams.





Theory and Discussion

This study was aimed at examining the impact of interactive whiteboards on the educational process. According to survey and statistical results, interactive whiteboards are considered convenient pedagogical tools in the language learning process. Most respondents stated that e-boards facilitate English learning, make lessons more interesting, and increase student engagement. This indicates that such tools make English classes more effective and engaging.

In addition, interviews were conducted with respondents, during which the advantages of e-boards compared to traditional boards were discussed. One of the main benefits mentioned was the availability of visual and multimedia materials. Through these, video and audio lessons and exercises become easier to observe and understand. Furthermore, drawing tables and conducting methodological games on these boards does not take much time and prevents students from becoming bored. These advantages are beneficial not only for students but also for teachers. Respondents also emphasized that every classroom should be equipped with interactive whiteboards, safety measures should be ensured, and special guidelines should be developed for their use.

General Conclusion

Interactive whiteboards possess many functions that make English language lessons effective and engaging. Their wide range of features improves the language learning process and helps teachers conduct lessons more quickly and easily. The research results are also positive, suggesting that every classroom should be equipped with e-boards.

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